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ABSTRACT

The educational system of Ghana is described, and placement recommendations concerning Ghanian students who want to study in the United States are presented. The country's old educational structure and the one in place since 1974 are briefly considered. For the West African School Certificate and the General Certificate of Education, information is provided on the grading system, conditions for the award of the certificate, and 1975 examination results. The grading system and conditions for the award of the Higher School Certificate and General Certificate of Education Advanced Level Examination are also examined. A selected list of technical courses and awards and a list of teacher training colleges are provided. The old structure for teacher training and the structure as of 1974 are also considered. For the University of Ghana, the University of Science and Technology, and the University of Cape Coast, information is provided on the grading system; certificates, diplomas, and degrees; and the classification of degrees. Nursing education programs are also covered. In addition to providing information on the educational background of Ghanian students, suggestions for U.S. admissions officers include the following areas: verification of records, English proficiency, and examinations. (SW)

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GHANA

A Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States

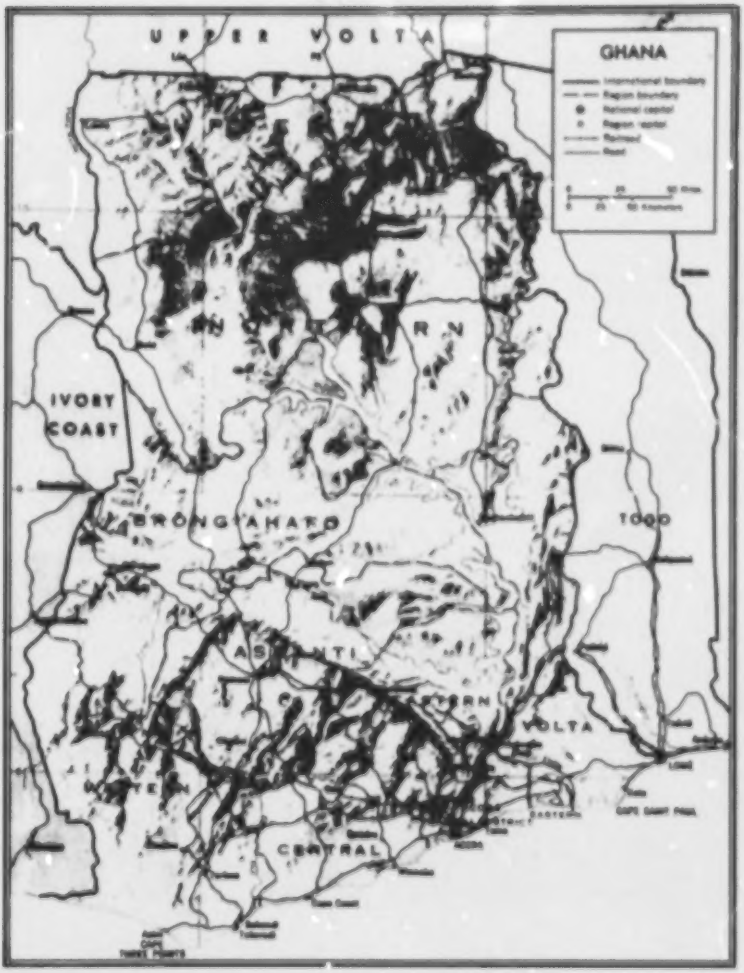
Stan Berry

Washington State University
Pullman, Washington

1976

A Service of the International Education Activities Group of the American Association of Collegiate Registrars and Admissions Officers

Placement Recommendations Approved by the Council on Evaluation of Foreign Student Credentials


GHANA
UPPER VOLTA
IVORY COAST
BRONG AHAFO
ASHANTI
TOGO
VOLTA
CENTRAL

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Preface

As the number of qualified students has outpaced the rate of expansion of university facilities in Ghana, interest in study abroad, especially in the United States, has rapidly increased. This WES publication on Ghana is designed to assist U.S. admissions officers who will be asked to evaluate the credentials of these students.

The recommendations in this publication are to be used in conjunction with *Education in Ghana*, by Betty George, former specialist on education in Africa South of the Sahara, Office of Education, U.S. Department of Health, Education, and Welfare.* The George book would be a useful addition to every admissions library as a reference on the history of Ghana and its educational system, basic data related to education, and Ghanaian credentials.

Other materials used in researching this publication include "Development of Education in Ghana, 1973-75, Report to the 35th Session of the International Conference on Education, Geneva, September, 1975";** and *The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries, A Workshop Report*, edited by Cynthia Wise, African-American Institute.† In addition, use was made of the catalogs of the various universities, reports of the West African Examinations Council, and reports of the Ministry of Education.

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*Although the publication date is not definite, it will be published as DHEW Publication No. (OE) 75-19119 and will be available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, by title and number.

**Available from the Documentation Centre, the International Bureau of Education/UNESCO, Palais Wilson, 1211 Geneva 14, Switzerland.

†Available from the National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, D.C. 20009. This workshop was jointly organized by NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Acknowledgments

The author gratefully acknowledges the valuable assistance of a number of persons who played an important role in the preparation of this placement phamphlet.

Special thanks go to Stephen H. Fisher of the *New York Times*, who until recently was associated with the Office of Admissions at the City University of New York and who has served as WES monitor for the publication. His intimate knowledge of the British educational system and his willingness to commit endless hours critiquing the author's work have been immensely helpful.

Appreciation is also expressed to: Vincent Chukwueka Ike, Registrar of the West African Examinations Council, and his assistants, Mrs. Lydia Kpodo, I.A. Okine, and G.K. Azasoo; Graham French, Cultural Affairs Officer, United States Information Service, Accra, and his assistants, Arthur Skop, John Fosu, and Dorothy Kwabe; Michael Bennet, Branch Public Affairs Officer, Kumasi; E.A.K. Edzii, Registrar, University of Ghana, and his deputy, S.B. Mfodwo; C.O. Agbenyega, Consultant, Ministry of Education, Ghana; and D.V. Owiredu, Director, General Education, Ghana Education Service.

A personal note of appreciation is extended to Prince Abeyie of the West African Examinations Council for his help in first introducing the author to Ghana in 1973.

Stan Berry
April 1976

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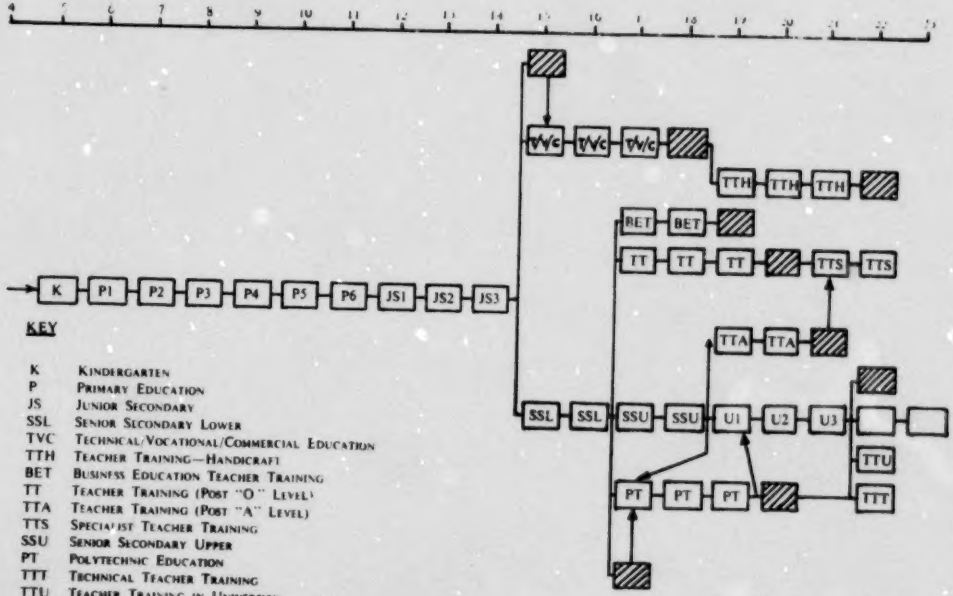
TABLE 2

NEW STRUCTURE OF EDUCATION

APPENDIX I



KEY

K	KINDERGARTEN
P	PRIMARY EDUCATION
JS	JUNIOR SECONDARY
SSL	SENIOR SECONDARY LOWER
TVC	TECHNICAL/VOCATIONAL/COMMERCIAL EDUCATION
TTH	TEACHER TRAINING—HANDICRAFT
BET	BUSINESS EDUCATION TEACHER TRAINING
TT	TEACHER TRAINING (POST "O" LEVEL)
TTA	TEACHER TRAINING (POST "A" LEVEL)
TTS	SPECIALIST TEACHER TRAINING
SSU	SENIOR SECONDARY UPPER
PT	POLYTECHNIC EDUCATION
TTT	TECHNICAL TEACHER TRAINING
TTU	TEACHER TRAINING IN UNIVERSITY
U	UNIVERSITY
■	EMPLOYMENT

SOURCE: Ministry of Education.

I. General Information

The importance of education in Ghana is demonstrated by the fact that it receives 21.4% of the total government budget, as reported in the most recent Ghanaian Ministry of Education financial statement, 1970-71. Some government officials and educators believe this amount may exceed 35% by 1980. Although changes in government and philosophy have at times caused abrupt shifts in specific plans or policy, the emphasis on education has never lessened.

The enrollment in primary and middle schools rose from 680,366 in 1958, the first full year of independence, to 1,397,709 in 1966. Since that time it has remained relatively stable with slight increases being registered in 1973-74. During this same period, because of the shortage of secondary education facilities, and despite rapid expansion, a bottleneck has existed in the flow of students from elementary to university education. In 1958 there were only 10,423 students in secondary schools; in 1968, there were 46,512. Qualified students frequently are frustrated and forced to terminate their education for lack of places in the secondary schools.

This situation, despite its drawbacks, does ensure highly qualified students for the universities, which until recently have found it possible to admit most students who meet the rather rigid university requirements. At present, however, university seats do not exist for all who qualify. By the same token, although the job market is becoming more competitive, until recently manpower needs of the country have made it possible for nearly all university graduates to obtain immediate employment.

II. Educational Structure

In the next few years admissions officers will be faced with evaluating credentials from two somewhat different educational structures, one of which, with modifications, has been in effect since 1966 and the other which is being put into effect on a year-by-year basis beginning with grade 1 in 1974. In both structures students complete six years of primary school.

A. OLD STRUCTURE

In the outgoing structure, in rare cases, students complete the Common Entrance Examination (CEE) immediately following primary school for entry into secondary school. More often students complete one or two years, occasionally three, of middle school and then sit for the CEE to qualify for secondary school or some types of teacher training or technical education. The remaining students complete four years of

middle school and the Middle School Leaving Examination, as a terminal examination, or for entry into certain teacher training or technical institutions. The length of time spent in presecondary education may vary from six to ten years.

Secondary education consists of five years of academic work ending in completion of the Joint Examination for the West African School Certificate and the General Certificate of Education, ordinary level (WASC/GCE-O).

Secondary school is followed by two years of upper secondary preparatory study known as lower form VI and upper form VI for the less than 25% for whom space is available. At the end of the upper VI year, students complete the Joint Examination for the Higher School Certificate and General Certificate of Education, advanced level (HSC/GCE-A), the certification required for entry into universities and various other postsecondary educational opportunities.

B. NEW STRUCTURE, 1974

In the new structure initiated in 1974 on a year-by-year basis, students will complete the above program until 1985 at which time the new structure will have been put into effect throughout the system.

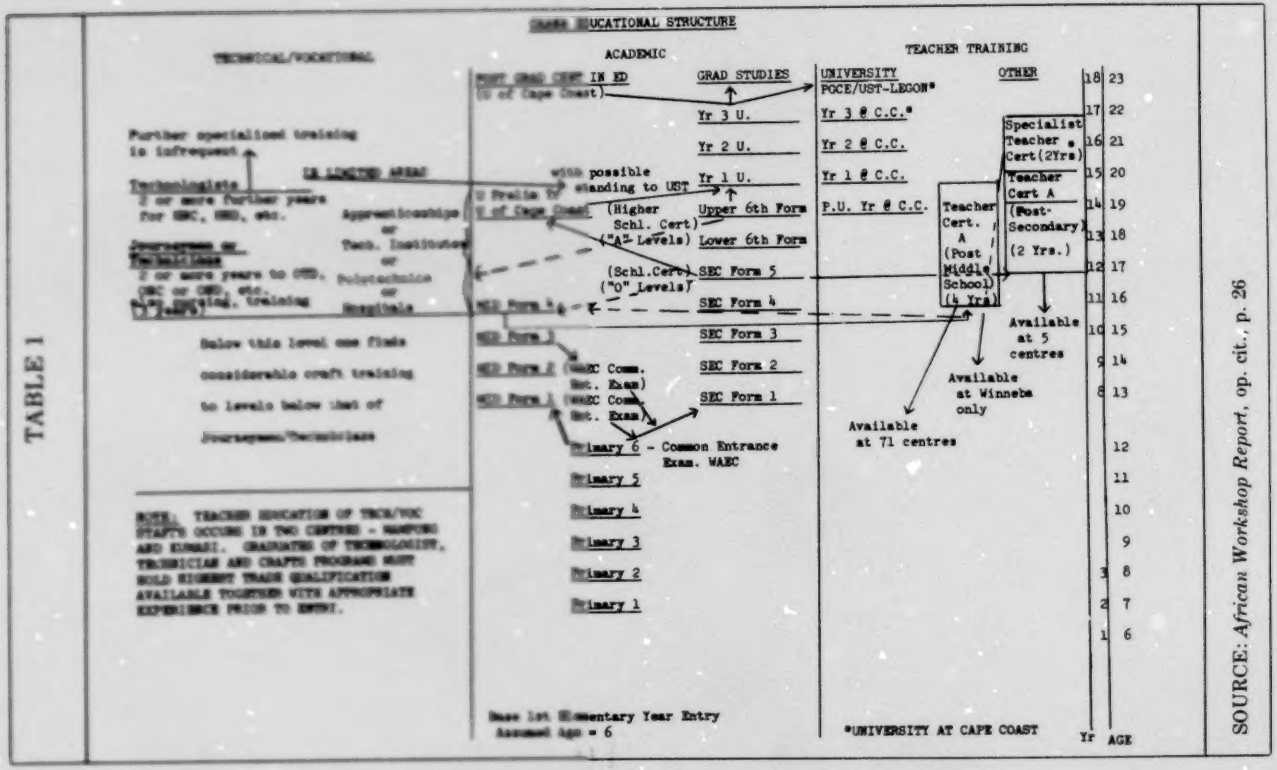
Under the new structure, while primary education will change little, at the conclusion of primary school students will enter a new three-year junior secondary program. This program will replace both middle school and/or the first three years of lower secondary. The CEE or a similar examination will be given to students completing junior secondary school.

The first students will enter the junior secondary program in 1980. The two years following junior secondary will be spent in a lower secondary program. Students will then sit for the WASC/GCE-O examination for admission to the two-year upper secondary program followed by the HSC/GCE-A examination.

III. WASC/GCE-O Level Examination

The Joint Examination for the West African School Certificate and General Certificate of Education, ordinary level (WASC/GCE-O), is given by the West African Examinations Council (WAEC). The examination is divided into subject examinations given over a period of three or four weeks. Students not seeking the WASC may enter for any number of subjects, not to exceed nine, for the award of the GCE-O in one or more subjects.

TABLE 1



SOURCE: *African Workshop Report*, op. cit., p. 26

A. THE GRADING SYSTEM, WASC/GCE-O

The grading system on the West African School Certificate/General Certificate of Education, ordinary level, examinations is given below:

Subject Grades	WASC Result	GCE-O Equivalent
Grade 1	Excellent	Pass
Grade 2	Very Good	Pass
Grade 3	Good	Pass
Grade 4	Credit	Pass
Grade 5	Credit	Pass
Grade 6	Credit	Pass
Grade 7	Pass	Fail
Grade 8	Pass	Fail
Grade 9	Fail	Fail

Holders of the GCE-O should be judged on the basis of the results of the single subject examinations and comparability of their results with those required for the West African School Certificate.

B. CONDITIONS FOR THE AWARD OF A WASC/GCE-O

To satisfy the conditions (listed below) for the award of the West African School Certificate and General Certificate of Education, ordinary level, students must pass examinations from the following designated subject groups: languages; general subjects (English literature, Bible knowledge, Islamic religious knowledge, history, government, geography, and economics); mathematical subjects; science subjects; arts and crafts; technical subjects; and commercial and secretarial subjects.

The official government requirements for a school certificate are as follows:*

(1) *Conditions for a School Certificate*
All the requirements for the Certificate must be satisfied at one and the same examination. To qualifty for the certificate candidates must

(i) reach a satisfactory standard as judged by their aggregate performance in their best six subjects, and

---

*"Regulations and Syllabuses for the Joint Examinations for the School Certificate and General Certificate of Education, (Ordinary Level) and for the Higher School Certificate and General Certificate of Education (Advanced Level), 1976," published by the West African Examinations Council, Academy Press, Ltd., Lagos Nigeria.

West African Examinations Council

School Certificate

JUNE, 1973

This is to Certify that

having been in attendance at the following recognised school

GHANA NATIONAL COLLEGE CAPE COAST

sat the Joint Examination for the School Certificate and General Certificate of Education and qualified for the award of a School Certificate.

The Candidate obtained the following results:

SUBJECT	GRADE	SCHOOL CERTIFICATE RESULT	G.C.E. ORDINARY LEVEL EQUIVALENT
ENGLISH LANGUAGE	3	GOOD	PASS
TWI	4	CREDIT	PASS
ENGLISH LITERATURE	4	CREDIT	PASS
ADDITIONAL MATHEMATICS	2	VERY GOOD	PASS
MATHEMATICS	1	EXCELLENT	PASS
PHYSICS	1	EXCELLENT	PASS
CHEMISTRY	1	EXCELLENT	PASS
BIOLOGY	2	VERY GOOD	PASS
SUBJECTS RECORDED		EIGHT	EIGHT

DIVISION 1 DISTINCTION CD 46

CANDIDATE No.

CERTIFICATE No. SC506454

Registrar to the Council

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either (ii) pass in at least **six** subjects
or (iii) pass in **five** subjects with credits in at least **two** of them
or (iv) pass with credits in **four** subjects.

(2) *Classification of candidates who obtain a School Certificate*
Successful candidates will be placed in three Divisions: the Division attained will be indicated on the School Certificate.

(i) *Division I with Distinction* Certificate will be awarded to candidates who
(a) pass in **six** subjects from any **Four** or more groups including English Language; and either a Mathematics subject (Group 3) or a Science subject (Group 4)
and (b) pass with credit in any **Five** subjects
and (c) obtain an aggregate not exceeding 12 in their best **six** subjects.

(ii) *Division I* Certificate will be awarded to candidates who
(a) pass in **six** subjects from any **Four** or more groups including English Language and either a Mathematics subject (Group 3) or a Science subject (Group 4);
and (b) pass with credit in any **Five** subjects
and (c) obtain an aggregate not exceeding 24 in their best **six** subjects.

(iii) *Division II* Certificate will be awarded to candidates who
(a) pass in **six** subjects from any **Four** or more groups including English Language
and (b) pass with credit in at least **Four** of those subjects
and (c) obtain an aggregate not exceeding 36 in their best **six** subjects.

(iv) *Division III* Certificate will be awarded to candidates who obtain
(a) **six** passes or **three** passes **plus two** credits or **four** credits
and (b) an aggregate not exceeding 48 in their best **six** subjects.

C. CONDITIONS FOR A GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL*

A General Certificate of Education will be awarded to candidates who
either (a) enter for a full Certificate, but fail to qualify for the award of a School Certificate;
or (b) enter on a single subject basis; and
(c) pass with credit in at least **one** of the subjects offered.

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*Ibid. (Direct quotation)

West African Examinations Council

General Certificate of Education

JUNE, 1971

This is to Certify that

having been in attendance at the following recognised school

[redacted] COLLEGE, CAPE COAST

at the Joint Examination for the School Certificate and General Certificate of Education and obtained the results shown below.

SUBJECT	GRADE	G.C.E. ORDINARY LEVEL RESULT	SCHOOL CERTIFICATE EQUIVALENT
[illegible] LANGUAGE	7		PASS
[illegible] ENGLISH	3	PASS	GOOD
MATHEMATICS	7		PASS
ART	6	PASS	CREDIT
SUBJECTS RECORDED		ONE	THREE

CD 61

CANDIDATE No.

CERTIFICATE No. SG012589

RECEIVED
OCT 8 - 1974
ADMISSIONS

Chairman of Council

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D. EXAMINATION RESULTS, 1975

In June 1975, 15,200 candidates completing the Joint Examination for the West African School Certificate and General Certificate of Education, ordinary level (WASC/GCE-O), produced the following results, according to the "Report on Examinations," the West African Examinations Council, December 1975:

Division I with Distinction	276 (1.8%)
Division I	2236 (14.7%)
Division II	2642 (17.4%)
Division III	3788 (24.9%)
GCE-O Level	4210 (27.7%)
Fail	2048 (13.5%)

The same report shov the percentage of students receiving grade 6 or higher (CCE-O pass, in a few of the most frequently completed individual subject examinations in June 1975:

English Language	38.1%
English Literature	49.4%
History	50.0%
Geography	68.0%
Economics	71.5%
General Mathematics	42.9%
Modern Mathematics	41.5%
General Science	39.0%
Physics	62.3%
Chemistry	72.6%
Biology	43.1%

IV. HSC/GCE-A Level Examination

Those who are successful in obtaining the West African School Certificate (WASC) may seek seats in lower Form VI to begin preparation for the Joint Examination for the Higher School Certificate and General Certificate of Education, advanced level (HSC/GCE-A), a requirement for university entrance. This examination also is administered by the WAEC.

West African Examinations Council

in collaboration with

University of Cambridge Local Examinations Syndicate

Higher School Certificate

DECEMBER 1972

This is to Certify that:

having been in attendance at the following recognised school

HOLY GHOST SECONDARY SCHOOL OWERRI

sat the Joint Examination for the Higher School Certificate and General Certificate of Education, and qualified for the award of a Higher School Certificate incorporating a General Certificate of Education. The candidate passed at the level shown (Principal or Subsidiary) in the subject(s) named, and attained the standard of the GCE Advanced or Ordinary Level pass as indicated.

SUBJECT	HSC LEVEL	GCE STANDARD	GRADE
HISTORY	PRINCIPAL	ADVANCED	E
GOVERNMENT	PRINCIPAL	ADVANCED	E
ECONOMICS	PRINCIPAL	ADVANCED	E
GENERAL PAPER	SUBSIDIARY	ORDINARY	

SUBJECTS RECORDED - FOUR

CD

CANDIDATE No.

CERTIFICATE No. HA576384

Registrar to the Council

Vice-Chancellor

A. THE GRADING SYSTEM—HSC/GCE-A

The grading system for these examinations provides for seven grades with A,B,C,D,E as passes. The sixth grade is a subsidiary pass (SUBS) which is "different from the system of United Kingdom examining boards which equate the 'subsidiary' pass in a Higher School Certificate Examination to an O level pass. For the purpose, therefore, of satisfying University Entrance requirements and exemption from University Preliminary examinations, it may be recommended to universities that a pass at Subsidiary Level in the examination be considered as of a higher standard than a pass at ordinary level in examinations (local or overseas) for the General Certificate of Education and its equivalent at the School Certificate Examination."* The last grade is a failure (FAIL). An example of the General Certificate of Education, advanced level (GCE-A), appears on p. 12.

For a breakdown of grades by subject in the June 1975 HSC/GCE-A examination, see Table 3.

B. CONDITIONS FOR THE AWARD OF A HIGHER SCHOOL CERTIFICATE OF EDUCATION ADVANCED LEVEL*

To qualify for a Higher School Certificate, candidates must at one and the same examination pass in the General Paper (discussed on p. 41) and attain

either	(a)	Full Passes in at least **three** other subjects;
or	(b)	Full Passes in at least **two** other subjects and Subsidiary Passes in **two** more subjects;
or	(c)	Full Passes in at least **two** other subjects and a Subsidiary Pass in **one** more subject and reach a certain standard, as judged by the grade of his Full Passes.

(A Higher School Certificate may be awarded to a candidate who fails by a small margin in the General Paper but who satisfies the conditions stated in (a) and (b) above.)

To qualify for a General Certificate of Education, candidates must attain in at least one subject a pass at the Advanced level or Subsidiary level. Candidates who enter for the Higher School Certificate but fail to qualify, will not be considered for the award of the General Certificate of Education.

---

*Ibid.

West African Examinations Council

General Certificate of Education

ADVANCED LEVEL

JUNE 1972

This is to Certify that

having been in attendance at the following recognised school

ACHIMOTA SCHOOL

sat the General Certificate of Education Examination and obtained the results shown below:

SUBJECT	GRADE
ENGLISH LITERATURE	SUBSIDIARY
GEOGRAPHY	C
ECONOMICS	9
GENERAL PAPER	B
	***

CD

CANDIDATE No.

CERTIFICATE No. C 550368

Registrar to the Council

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TABLE 3
HSC/GCE-A Examination Results, June 1975

SUBJECTS	STUDENTS ENTERED	% GRADE A	% GRADE B	% GRADE C	% GRADE D	% GRADE E	% SUBS	% FAIL
FRENCH	134	3.7	14.9	12.7	9.0	29.1	10.4	16.4
ART	30	6.7	13.3	13.3	20.0	20.0	0.0	23.3
ENG. LITERATURE	601	1.2	7.7	4.8	12.8	41.9	7.5	22.5
RELIGIOUS STUDIES	358	0.3	4.7	9.5	21.8	38.3	12.8	9.2
HISTORY	631	0.0	8.1	10.9	18.9	37.1	10.8	10.8
GEOGRAPHY	734	2.7	7.6	12.5	13.8	22.9	28.5	9.3
GOVERNMENT	756	3.6	23.1	10.1	9.8	24.5	14.3	10.1
ECONOMICS	1,321	0.9	12.7	11.2	14.5	35.9	10.7	11.1
ECON. HISTORY	1	0.0	0.0	0.0	0.0	100.0	0.0	0.0
GENERAL PAPER	2,491	3.0	17.3	18.3	20.6	32.6	0.0	6.2
MATHEMATICS	657	3.5	9.9	7.5	7.6	26.6	10.7	30.6
MATH (SPECIAL)	193	7.3	24.4	0.0	0.0	0.0	0.0	35.2
PHY-WITH-MATHS	38	0.0	2.6	5.3	10.5	34.2	36.8	7.9
PHYSICS	1,199	1.3	4.3	6.8	10.9	29.9	28.1	16.0
CHEMISTRY	1,233	0.0	2.3	5.5	12.1	46.9	19.7	11.8
BIOLOGY	731	1.9	8.2	7.0	11.6	24.9	28.5	16.6
LOGIC	28	3.6	17.9	17.9	14.4	25.0	0.0	17.9
LATIN	9	0.0	11.1	0.0	11.1	33.3	0.0	44.4
TECH. DRAWING	2	0.0	0.0	50.0	0.0	50.0	0.0	0.0
TOTAL	11,147	2.1	11.8	11.4	14.3	35.0	12.4	13.0

AUTHOR'S NOTE: Tests which were not completed or which were invalidated because of irregularities are not included in the figures; for this reason the line total of the last 7 columns may not be 100%.

V. Technical Education*

A. GENERAL CONSIDERATIONS

During the period leading up to the 1974 reorganization of education, an adviser on vocational education was appointed to oversee the reorganization of vocational education, with the goal of developing a system that would more adequately meet the manpower needs of the country.

At present 21 institutions comprise the technical education program.** They include nine technical institutes (Amankwakrome, Asuansi, Bawku, Ho, Kikam, Koforidua, Kpandu, Sunyani, and Tamale); four technical schools (Accra, Kukurantumi, Kumasi, and Obuasi); two technical training centers (Accra and Tema); three polytechnics (Accra, Kumasi, and Takoradi); a school of mines (Tarkwa); and two technical teacher training colleges (Kumasi and Mampong).

The public system has absorbed two technical institutes, the Accra Training Centre (a joint Ghana/Canada project) and the Tema Textile Training Centre (a joint Ghana/Japan project), and an agreement has been signed with Canada for the establishment of a similar centre in Kumasi. Another technical institute to specialize in fishing technology and another polytechnic are in the planning stage. The government has also established Course Advisory Committees on textile training and food technology to help ensure that training courses are more effectively preparing students to meet the needs of industry.

Production units to give students practical shop floor experience have been established in all technical institutions. The technical institutes under the reorganization offer full-time or part-time courses at the craft and advanced craft levels in engineering and building, business studies, and service industries including four-year commercial courses, three-year institutional management courses, and two-year business studies courses.

In the polytechnics, attempts have been made to improve and expand the ordinary level technician certificate courses in electrical and mechanical engineering, building, and civil engineering and science laboratory technician courses. Most full-time polytechnics have been raised to the postsecondary level, and students in these courses (which include secretarial or business studies, institutional management, catering, fashion, and millinery) are provided with supervised industrial

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* Much of the material in this section on technical education was taken from "Development of Education in Ghana, 1973-75, Report to the 35th Session of the International Conference on Education, Geneva, September, 1975."

**_Brochure_, Ministry of Education and Culture, 1975.

training during vacations. New courses planned for the polytechnics include hair dressing, basic dispensing, and flour confectionery.

Measures have been initiated to replace the present overseas examinations of the City and Guilds and the Royal Society of Arts (RSA) with local examinations based on the new curriculums and syllabuses. The West African Examinations Council (WAEC) has set up a Technical and Commercial Examinations Committee to provide a program for Ghana-based technical and commercial examinations and to train examiners for the Ghanaian technical examinations. Revised syllabuses for technical and vocational education are being prepared. However, at the time this booklet was written Ghana's technical education system still relied almost completely on British examinations, such as the City and Guilds and RSA.

Because of the complexity of that system, no attempt has been made to describe the complete British system of technical education and the various examinations. For such information, the reader is referred to the book, *British Qualifications*, by Barbara Priestly, and the World Education Series volume on the United Kingdom, scheduled for publication in 1976. The latter will include detailed placement recommendations for all British examinations, diplomas, and certificates.

B. SELECTED LIST OF TECHNICAL COURSES AND AWARDS

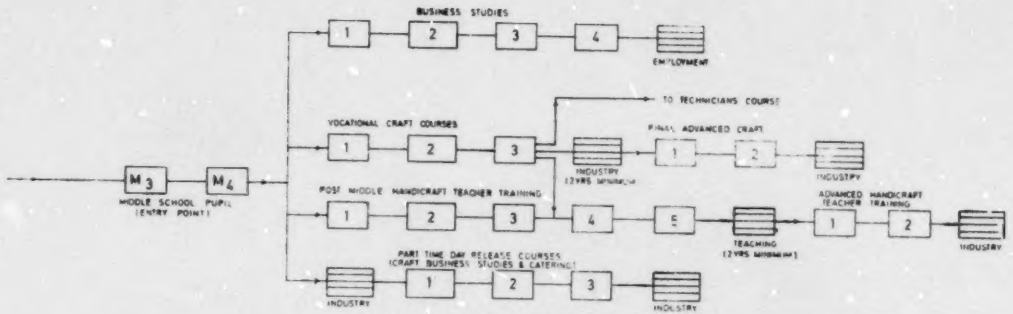
The following is a partial list of technical courses and awards, the years of study, and special entrance qualifications, if any. Changes are occurring rapidly in this area of education with old certificates frequently being added or dropped.

Postmiddle, Form IV

Pretechnical Course-Ministry of Education Examination	2 years
Business Studies Courses-Royal Society of Arts (RSA) and GCE-O level Examinations	3 and 4 years
Catering	2 years

TABLE 4

GHANA TEACHING SERVICE (TECHNICAL DIVISION)
VOCATIONAL EDUCATION (TECHNICAL INSTITUTES)
STRUCTURE OF TRAINING PROGRAMME



VOCATIONAL CRAFT COURSES

BUSINESS STUDIES
BUSINESS STUDIES SEC
BUSINESS STUDIES ACCT

MECHANICAL CRAFT
REFRIGERATION PRACTICE
MOTOR VEH MECH WORK
METAL MACHINING
MECHANICAL FITTING
WELDING
HEAVY DIESEL MACHANIC
AUTO BODY REPAIRS
OFFICE EQUIPMENT REPAIRS
AGRIC MECHANICS
PLUMBING

ELECTRICAL CRAFT
ELECTRICAL INSTALLATION WORK
MOTOR VEH ELECTRICIANS WORK
RADIO & T.V SERVICING
MOTOR REWINDING

BUILDING CRAFT
CARPENTRY & JOINERY
MACHINE WOODWORKING
FURNITURE CRAFTS
SAW DOCTORING
MASONRY, BLOCKWORK & CONCRETE
PAINTERS & DECORATORS WORK

OTHER VOC CRAFTS
CATERING
BREAD & FLOUR CONFECTIONERY
DRESSMAKING
HAIRDRESSING
BEAUTY CULTURE

SOURCE: *Brochure*, Ministry of Education and Culture, 1975.

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Postgeneral Certificate of Education, O Level

Ordinary Technical Diploma Mechanical and Electrical Engineering Building and Civil Engineering	2 years	
Technicians III Certificate Mechanical Engineering Technician Electrical Engineering Technician Construction Technician	3 years	
Mining Engineering Diploma	3 years	GCE-O passes in mathematics, physics, chemistry, and English
Business Studies-RSA Examinations	2 years	
Intermediate Examinations of Institute of Chartered Accountants, Ghana, or Intermediate Examinations of the British Chartered Institute of Secretaries	2 years (part-time)	
Catering	2 years	
Advanced Craft Certificate	2 years	

Postordinary Technical Diploma

Higher Technical Diploma (University of Science and Technology)	2 years	

Technical Teachers Awards

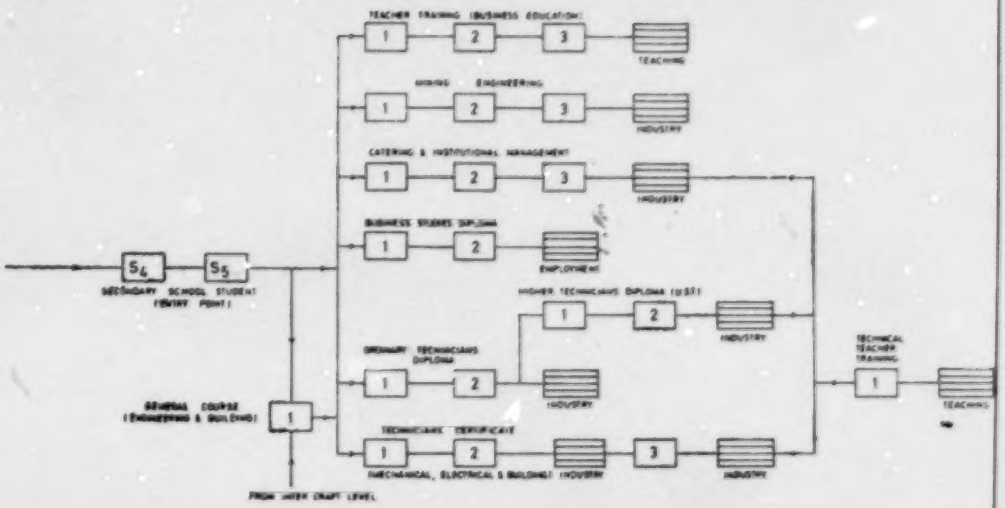
Handicraft Certificate A	3 years	Pretechnical course
Technical Teachers Certificate (Technical Education)	1 year	Higher Technical Diploma or Advanced Craft Certificate
Technical Teachers Certificate (Advanced Handicraft)	2 years	Handicraft Certificate A
Technical Teachers Certificate (Business Education)	3 years	GCE-O passes in four subjects including English and mathematics or four passes on the RSA Intermediate Examinations

TABLE 5

GHANA TEACHING SERVICE (TECHNICAL DIVISION)

TECHNICAL EDUCATION (POLYTECHNICS)

STRUCTURE OF TRAINING PROGRAMME



SOURCE: *Brochure*, Ministry of Education and Culture, 1975.

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VI. Teacher Training

A. OLD STRUCTURE

From 1968 until 1974 primary school teachers were trained in teacher training colleges which offered a two-year Certificate A postsecondary course or a four-year postmiddle school Certificate A course. To enter the two-year postsecondary course the student was required to have passed five subjects, including English, at the GCE-O level. The person entering the four-year course was either a student who had completed middle form IV or an untrained teacher (both of whom must have earned the Middle School Leaving Certificate) and was selected on the basis of performance in the combined Examination for Entry to Four-Year Teacher Training Colleges and Pupil Teachers' Selection, administered by the WAEC.

In addition to the four-year and the two-year Certificate A courses, three of the initial training colleges offered "specialist" courses to train teachers of housecraft for elementary schools, rural science teachers for middle schools, and agricultural science teachers for secondary schools and teacher training colleges.

There were also three specialist teacher training colleges. Two of the schools, the Advanced Teacher Training College (ATTC), and the Specialist Teacher Training College (STTC), both at Winneba, trained nongraduate specialist teachers for the secondary schools. The ATTC also trained elementary school personnel. The Deaf Specialist Training College, Mampong-Akwapim, still gives a two-year course for teachers of deaf children. In 1973-74 a variety of specialist courses were started under the Ministry of Education policy of emphasizing this type of education. In 1974-75 the specialist courses included: mathematics/science, 7 colleges; art, 5 colleges; vocational subjects, 5 colleges; home science, 4 colleges; and agricultural science, 4 colleges. However, under the new educational system, specialist courses will be phased out.* For a description of the recently (1975-76) organized Advanced Teachers Training College for Diploma Studies, which combined the STTC and ATTC with several other specialty institutions, see the following discussion of the new educational system.

B. NEW STRUCTURE, 1974

Under the new educational structure of 1974, teacher training institutions are being redesigned with the goal of assuring a supply of primary school teachers, as well as teachers for the new junior secondary schools scheduled to open in 1980.

*Parts of this section on the old structure are based on *Education in Ghana*. by Betty George.

1. Three Levels of Teacher Education

The new structure, which was inaugurated in 1975-76, provides teacher education at three levels.* (1) The first level is the four-year postmiddle/junior secondary college which trains teachers for kindergarten, lower primary or upper primary.

(2) The second level consists of three-year post O level colleges (these schools replace the two-year postsecondary training colleges described on p. 19) designed to train teachers for the junior secondary schools. Each college belongs to one of three groups offering the subjects listed below:

Group I	Science, mathematics, agriculture/home science
Group II	Social studies, English language, Ghanaian language
Group III	Vocational subjects, commercial subjects, home science, art, music, agriculture

In addition, each college offers core subjects (education, English language, social studies, and cultural studies) which are supportive of the major subjects. In staffing the junior secondary schools, teachers will be drawn from each of the groups to form teams capable of handling the junior secondary curriculum effectively.

One college on this level exists solely to prepare teachers of French, a subject which is being made mandatory in junior and senior secondary schools because of the predominance of neighboring countries which are French speaking.

To be admitted to the three-year postsecondary college, the applicant must present either the West African School Certificate (WASC) or the General Certificate of Education, ordinary level (GCE-O).

(3) The third level of teacher education will be offered by the Advanced Teacher Training College for Diploma Studies, which was formed by joining Specialist Teacher Training College, the Advanced Teacher Training College, the National Academy of Music, all in Winneba; the School of Ghanaian Languages, Ajumako; and St. Andrews Training College, Mampong-Ashanti. This school is being designed to train teachers for the senior secondary schools and the post O level training colleges to supplement those teachers who are graduates of the universities. The program of studies will be three years in length.

Admission requires at least one GCE-A and three GCE-O passes, postsecondary training, and one year of postqualification teaching experience, or four-year postmiddle/junior secondary training with five years postqualification teaching experience. The University of Cape Coast is responsible for examination and certification.

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* The Geneva Report, pp. 24-26.

2. In-Service Training Centers

Six institutions have been designated as in-service training centers (see list below) to administer courses designed to upgrade teachers by providing knowledge of new educational trends and skills required to meet the demands of the new structure.

C. LIST OF TEACHER TRAINING COLLEGES

The following list of teacher training colleges is from "List of Training Colleges, 1975-76," Ghana Education Service, 17 October 1975. They are shown here by their classification in the new structure; where a change in status is being made, the previous type program is listed in the righthand column.

1. Four-year Postmiddle/Junior Secondary Training Colleges

(1) Atebubu Training College	Four-year postsecondary
(2) Gbewaah Training College	
(3) Wiawso Training College	
(4) Dambai Training College	
(5) Enchi Training College	
(6) Presbyterian Women's, Kibi	
(7) O.L.A., Cape Coast	Four-year vocational specialist
(8) Bimbilla Training College	
(9) Agogo Training College	
(10) Ada Training College	Secondary school

2. Three-year Postsecondary Training Colleges and Their Main Subject Groups

a. GROUP 1 SUBJECTS
(Science, Mathematics, Agriculture, Home Science)

(1) Presbyterian Training College, Akropong-Akwapim	Postsecondary and mathematics and science specialist
(2) Foso Training College	Agriculture and postsecondary

(3) St. Francis, Hohoe	Four-year postsecondary and mathematics and science specialist
(4) Akrokerri Training College	Postsecondary and mathematics and science specialist
(5) Wesley College, Kumasi	Postsecondary and mathematics and science specialist
(6) Bagabaga Training College, Tamale	Postsecondary, mathematics, science, and agricultural science specialist
(7) St. Andrews, Mampong-Ashanti	Specialist agriculture

b. GROUP 2 SUBJECTS
(Social Studies, English, Ghanaian Language)

(1) Accra Training College	Four-year
(2) Berekum Training College	Postsecondary
(3) Amedzofe Training College	Four-year, vocational, and housecraft specialist
(4) Jasikan Training College	Four-year
(5) Peki Training College	Postsecondary and art specialist

c. GROUP 3 SUBJECTS
(Vocational Subjects, Commercial Subjects, Home Science, Art, Music, Agriculture)

(1) Holy Child, Takoradi	Postsecondary, vocational, and housecraft specialist
(2) S.D.A. Training College, Asokore	Four-year and art specialist
(3) Presbyterian (Women), Aburi	Vocational and housecraft specialist

(4) Akatsi Training College	Four-year and agricultural science specialist
(5) Komenda Training College	Postsecondary and art and music specialist
(6) St. John Bosco's, Navrongo	Postsecondary, science, art and mathematics specialist
(7) St. Joseph's, Bechem	Four-year and science and mathematics specialist
(8) St. Monica's, Mampong-Ashanti	Postsecondary, arts and crafts specialist
(9) St. Louis, Kumasi	Postsecondary, vocational and housecraft specialist

d. THE FRENCH COLLEGE
(For Training Teachers of French)

(1) Mt. Mary Training College, Somanya	Postsecondary

3. Institutions to be Converted to In-Service Training Centers

(1) Abetifi Training College, Abetifi-Kwahu	Four-year and postsecondary
(2) Saltpond Teachers Training Center	Postsecondary
(3) Ofinso Training College, Ofinso-Ashanti	Four-year and postsecondary

(4) Berekum Training College	Postsecondary
(5) St. Theresa's Training College, Hohoe	Four-year
(6) Tamale Women's Training College	Vocational and housecraft specialist

VII. Nursing Education

There are four kinds of nursing education programs in Ghana. They are:

(1) Auxiliary grades, including Enrolled Nurse (General and Mental) and Community Health Nurse, are prepared at about the level of the U.S. practical nurse. Admission to the two-year programs requires the Middle School Leaving Certificate. The Auxiliary Grade Nurse's Certificate is awarded to successful candidates.

(2) The two-and-one-half year Midwifery Training program requires the Middle School Leaving Certificate for admission and qualifies students for the Nurses and Midwives Council Certificate. A two-year postbasic course accepts Auxiliary Grade Nurses with five years experience who seek special training. State Registered Nurses may enter a 12-month midwifery course.

(3) The three-year certification course for a State Registered Nurse (SRN) is available to a student with the West African School Certificate or GCE-O passes in English, one science, and three other subjects. The training of the SRN is comparable to that of a U.S. nonuniversity registered nurse.

(4) Although there is no degree in nursing education in Ghana, further training in nursing education up to the diploma level is available at the University of Ghana for an SRN. A Nursing Service Administration diploma program and a Nursing Tutors' diploma program, both of two years' duration, are also available to the SRN, as is a three-month management course.

VIII. University Education

A. GENERAL CONSIDERATIONS

Three institutions, the University of Ghana, the University of Science and Technology, and the University of Cape Coast make up the university system in Ghana. Each institution serves a particular national need and each operates as an autonomous unit.

First degrees in all three institutions are characterized by high entrance standards including GCE-A level passes. All first degree programs at the University of Ghana require three years, except: the medical degree which requires six years; the Bachelor of Science Honours, which is being discontinued in 1976, and the Bachelor of Science (Honours) in Agriculture, which was phased out in 1973-74, both of which required four years.* All degrees at the University of Science and Technology require four years, except the three-year Bachelor of Arts in Social Science and the Industrial Management programs. At the University of Cape Coast all degrees require three years except the Bachelor of Science Honours (Education) which requires four.

Undergraduate certificate courses are one or two years in length, and entrance requirements are usually lower than for the diploma courses. Undergraduate diploma courses are two or three years in length, and entrance requirements are usually lower than for degree courses. Postgraduate diplomas and certificates, as their titles imply, require the candidate to hold an appropriate first degree.

B. UNIVERSITY OF GHANA

The University of Ghana, located at Legon near Accra, had an enrollment of 3,140 in 1975 and offered programs through Faculties of Agriculture, Arts, Law, Science, and Social Science, Schools of Medicine and Administration, and Institutes of African Studies, Adult Education, Journalism and Communications Studies, Statistical, Social and Economic Research, and Population Studies (in cooperation with the United Nations).

University of Ghana admission requires that the applicant have the West African School Certificate (WASC) or its equivalent, with GCE-O passes in five subjects, including English language, three of which must be at GCE-A level. The student must also present a pass in the General

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* The term honours is used to indicate greater specialization in the academic program rather than level of performance.

Paper.* Occasionally a student with only two GCE-A level passes earned at the same sitting, with a grade of C or better on each, will be admitted. Mature students over 30 years of age may be given special consideration.

1. Certificates, Diplomas, and Degrees

The following certificates, diplomas, and degrees are listed in the University of Ghana calendar, 1974-76. Admission requirements to undergraduate diploma and certificate programs are shown in the righthand column following the specific award in the list below.

a. NONDEGREE AWARDS

1. One-year Certificates in:

Archival Studies	WASC, five GCE-O passes, including English, history, and government, or Teachers Certificate A
Computer Science	WASC, three GCE-O passes, including English and mathematics, or Teachers Certificate A
Librarianship	WASC, five GCE-O passes, including English, or Teachers Certificate A
Statistics	WASC, three GCE-O passes, including English and mathematics, or Teachers Certificate A

2. Two-year Certificate in:

Prison Administration	WASC, three GCE-O passes or Teachers Certificate A

3. One-year Diplomas in:

Adult Education	Five GCE-O passes, including English, or Teachers Certificate A, post-secondary

*See p. 41.

Statistics	Completion of Statistics Certificate course
Licentiate in Accounting	B.S. in Administration
4. Two-year Diplomas in:	
Accounting	Five GCE-O passes, including English, at least two at GCE-A level, and a pass in the General Paper
African Music	Five GCE-O passes, including English, and diploma from Specialist Music course
Nursing Education	See Nursing Education
Public Administration	Five GCE-O passes, including English, at least two at GCE-A level, or Teachers Certificate A, postsecondary
Social Administration	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary
General Agriculture	Five GCE-O passes, including English, at least two GCE-A passes in science; or a postsecondary agriculture course or a veterinary science training course may substitute for GCE-A passes
Animal Health	Five GCE-O passes, including English, at least two GCE-A passes in science; or a postsecondary agriculture or veterinary science training course may substitute for GCE-A passes
Agricultural Engineering	Five GCE-O passes, including English, at least two GCE-A passes in science; or a postsecondary agriculture or veterinary science training course may substitute for GCE-A passes

Home Science Extension	Five GCE-O passes, including English, at least two GCE-A passes in science; or a postsecondary agriculture or veterinary science training course may substitute for GCE-A passes
External Licentiate in Theology (instruction in St. Theresa's Major Seminary, St. Charles Major Seminary, and Trinity College)	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary
5. Three-year Diplomas in:	
Dance	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary
Drama and Theatre Studies	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary
Music	Five GCE-O passes, including English and music, or Teachers Certificate A, postsecondary
6. Four-year Diplomas in:	
Home Science Education (Instruction offered only at Specialist Training College, Winneba)	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary
Music Education (Instruction offered only at Specialist Training College, Winneba)	Five GCE-O passes, including English, or Teachers Certificate A, postsecondary

b. FIRST DEGREES

1. Bachelor of Arts, three-year
   (44 subjects and subject combinations)

2. Bachelor of Laws (L.L.B.), three-year

3. Bachelor of Music, three-year

4. Bachelor of Science, three-year
   Agricultural Science
   Home Science
   Science
   (15 subjects or subject combinations)

5. Bachelor of Medicine and Bachelor of Surgery
   (M.B., CH.B.), six years

c. POSTGRADUATE DIPLOMAS

One-year diplomas in:

Archival Studies
Computer Science
Forest Protection
Geology
Journalism and Mass Communications
Library Studies
Population Studies
Social Administration
Sociology
Statistics

d. GRADUATE DEGREES

1. Master's degree, two-year in:

Arts (20 subjects)
Business Administration
Law
Public Administration
Science (15 subjects)

2. Ph.D., two- or three-year postmaster's degree in:

All departments offering master's degrees

UNIVERSITY OF GHANA

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P.O. Box 25
LEGON

TRANSCRIPT OF ACADEMIC RECORD

I hereby certify that the above-named person has been a student at this University from October 1968 to the present.

After satisfying the necessary requirements and passing the appropriate examinations, the student was awarded the B.Sc. degree in Agricultural Engineering with Second Class Honours (Upper Division) in June 1972.

has since October 1972 registered to pursue the one-year M.Sc. course in Agricultural Engineering.

Year	Subjects Studied	Grades Obtained	Results of Examinations
October 1968 to June 1969	Physics with Practicals	A	First University Examination in Agriculture, 1969 - Passed.
	Chemistry with Practicals	B+	
	Zoology with Practicals	B	
	Botany with Practicals	C	
	The student also passed examinations in African Studies and in Introductory Mathematics to fulfil requirements for the course.		
October 1969 to June 1970	Agricultural Engineering	A	B.Sc. (Honours) Agriculture Part I Examination, 1970 - Passed.
	Agricultural Economics	B+	
	Crop Science (Two Theory Papers and Two Practicals)	B+	
	Animal Science (Two Theory Papers and a Practical)	B+	
	Soil Science (Theory and Practical)	B+	
	Biochemistry and Nutrition	B	
	Introductory Microbiology & Genetics	B	
October 1970 to June 1971	Agricultural Engineering	A	B.Sc. (Honours) Agriculture Part II Examination, 1971 - Passed.
	Crop Science (Two Theory Papers and Two Practicals)	B+	
	Soil Science (Two Theory Papers and a Practical)	B+	
	Introductory Statistics and Agricultural Extension Methods	B+	
October 1971 to June 1972	Agricultural Engineering I	A	B.Sc. (Honours) Agriculture Part III Examination, 1972 - Passed in the Second Class (Upper Division
	Agricultural Engineering II	A	
	Agricultural Engineering III	A	
	Agricultural Engineering IV	C	
	Practical I	B+	
	Practical II (Project work)	B+	

Note: 1. Examination grades are communicated only to University Institutions.

Pass			Failure		
Grade A	=	70 and above	Grade D	=	30 - 39
" B+	=	60 - 69	" E	=	Below 30
" B	=	50 - 59			
" C	=	40 - 49			

2. The Bachelor's Degree is normally classified into First Class; Second Class (Upper Division); Second Class (Lower Division); and Third Class or Pass.

(S.B. [illegible])
Senior Assistant Registrar (Academic)

Date: January 10, 1973.

2. The Grading System

The grading scale at the University of Ghana follows:

A	70-100	Pass
B+	60-69	Pass
B	50-59	Pass
C	40-49	Pass
D	30-39	Fail
E	0-29	Fail

3. Classification of Degrees

The University of Ghana first degrees are classified on the basis of performance as First Class Honours, Second Class Honours (upper division), Second Class Honours (lower division), and Pass. The term honours is used to indicate greater specialization in the academic program rather than level of performance. An example of the University of Ghana transcript appears on page 30.

C. UNIVERSITY OF SCIENCE AND TECHNOLOGY

The University of Science and Technology, Kumasi (known as Kwame Nkrumah University of Science and Technology from 1961 to 1966), with an enrollment of 2,038 in 1974-75, emphasizes agriculture and science including engineering. The University is made up of Faculties of Agriculture, Architecture, Art, Engineering, Pharmacy, Science, and Social Sciences.

To be admitted to first degree programs, a student must present WASC/GCE-O passes in at least five subjects, including English language, plus two GCE-A passes. In addition, certain Faculties require special patterns of subjects which tend to be preparatory to the major study the student will undertake.

1. Certificates, Diplomas, and Degrees

The following list of certificates, diplomas, and degrees awarded were listed in the University of Science and Technology Calendar, 1974-76. Admission requirements for undergraduate certificate and degree courses are listed in the righthand column.

a. NONDEGREE AWARDS

1. Two-year Certificates in:

Art (predegree preparation)	Five GCE-O passes, including English, with at least two GCE-A passes, including art
Estate Management	Four GCE-O passes
Land Surveying	Four GCE-O passes, including English, mathematics, and either physics or general science

2. Two-year Diplomas in:

Agricultural Extension and Farm Management	Five GCE-O passes, including English, plus certificate from Kwadaso Agricultural College
Civil Engineering	Five GCE-O passes, including English
Electrical Engineering	Five GCE-O passes, including English
Land Surveying	Satisfactory completion of the Land Surveying Certificate course
Mechanical Engineering	Five GCE-O passes, including English

Tropical Horticulture	Five GCE-O passes, including English, plus certificate from Kwadaso Agricultural College

3. Three-year Diploma in:

Physical Planning	Four GCE-O passes, including English, and at least one GCE-A pass

4. Four-year Diploma in:

Pharmacy (awarded students who have satisfactorily completed all degree requirements except the final examination)	Five GCE-O passes in English, mathematics, chemistry, physics, and biology and three GCE-A passes including chemistry

b. FIRST DEGREES

1. Bachelor of Arts, three-year in:
   Industrial Management
   Social Science

2. Bachelor of Arts, four-year in:
   Art

3. Bachelor of Science, four-year in:
   Agriculture
   Building Technology
   Design
   Planning

4. Bachelor of Science Honours, four-year in:
   Agricultural Engineering
   Biochemistry
   Biological Science
   Chemical Technology
   Chemistry
   Civil Engineering

UNIVERSITY OF SCIENCE & TECHNOLOGY, KUMASI
FACULTY OF AGRICULTURE

B.Sc. (HONS) AGRIC. DEGREE COURSE

EXAMINATION RESULTS OF:

FIRST YEAR - 1971

	GRADE
Economics	B
Agric. Botany (Physiology)	A
Agric. Botany (Anatomy & Physiology)	C
Agric. Zoology I	B
Agric. Zoology II	B
Soil Science	C
Agric. Chemistry	A
Agric. Engineering	A

Rankin: Order . 2
No. on Roll . 35

SECOND YEAR - 1972

Agric. Economics	B
Soil Science	C
Genetics	C
Arable Crops	B
Plant Propagation	B
Crop Protection	B
Animal Husbandry	C
Agric Engineering	A

Rankin: Order . 4
No. on Roll . 37

THIRD YEAR - 1973

Agric. Economics Farm Management & Extension	B
Field Experimentation	C
Animal Husbandry	B
Veterinary Science	B
Agric. Engineering	B
Plantation Crops and Grasses	B
Plant Breeding and Crop Physiology	B
Horticulture	B
Crop Protection	B

Rankin: Order . 6
No. on Roll . 30

-2-

FINAL YEAR - 1974 GRADE

Major Field of Specialization

Production Economics . . . . . A

Ancillaries

(a) Statistics for Economics . . . . B
(b) Agric. Mechanics . . . . B

Rankin Order . 9
No. on Roll . 30

Class of Degree awarded - [redacted]

Grading Scale

A - Excellent
B - Very Good
C - Good
D - Satisfactory
F - Fail

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Geodetic Engineering
Land Economy
Mathematics
Mechanical Engineering
Mining Engineering
Physics

5. Bachelor of Pharmacy Honours, four-year

c. POSTGRADUATE DIPLOMAS

1. One-year Diploma in:
Air Conditioning and Refrigeration
Art Education
Environmental Health Engineering
Geodetic Engineering and Surveying
Industrial Management
Sanitary/Highway Engineering

2. Two-year Diploma in:
Architecture
Civil Engineering
Electrical Engineering

d. GRADUATE DEGREES

Master's degree, two-year in:

Agronomy
Air Conditioning and Refrigeration
Architecture
Civil Engineering
Electrical and Electronic Engineering
Geodetic Engineering or Photogrammetry
Horticulture
Pharmaceutical Chemistry
Pharmaceutics
Pharmacognasy
Pharmacology
Pharmacy
Science (Pure Mathematics, Computer Science, Mathematical Physics, Statistics, and Operational Research)
Urban Planning

2. The Grading System

The grading scale at the University of Science and Technology follows:

A+	85-100	Pass
A	75-84	Pass
B	65-74	Pass
C	40-54	Pass
E	0-39	Fail

3. Classification of Degrees

The University of Science and Technology degrees are classified on the basis of performance as First Class Honours, Second Class Honours (upper division), Second Class Honours (lower division), or Pass. The term honours is used to indicate greater specialization in the academic program rather than level of performance. An example of the University of Science and Technology transcript appears on page 34.

D. UNIVERSITY OF CAPE COAST

The University of Cape Coast, Cape Coast, with an enrollment of just over 2,000 in 1975, has teacher training as its major responsibility. There are Faculties of Arts, Science, and Education.

To be admitted to degree programs at the University, a student must present the West African School Certificate (WASC), or the General Certificate of Education, ordinary level (GCE-O), or its equivalent, with at least five GCE-O passes, including English language, of which at least two must be at GCE-A level. A few students are admitted with five GCE-O passes but are required to do a preliminary year.

1. Certificates, Diplomas, and Degrees

The following certificates, diplomas, and degrees were listed in the University of Cape Coast calendar, 1974-75. Admission requirements for the undergraduate diploma courses are listed in the righthand column.

a. NONDEGREE AWARDS

Three-year Diploma in:

French	Five GCE-O passes, including French and English, and a GCE-A level pass in French, or must have done sixth form French for two years
Laboratory Technician	Four GCE-O passes, including English, mathematics, general science, and additional general science

b. FIRST DEGREES

1. Bachelor of Arts General (Education), three-year
2. Bachelor of Arts Honours (Education), one-year after B.A. General
3. Bachelor of Education, three-year
4. Bachelor of Science General (Education), three-year
5. Bachelor of Science Honours (Education), four-year

c. POSTGRADUATE CERTIFICATES AND DIPLOMAS

One-year Certificate in:
Education

One-year Diploma in:
Advanced Study of Education
Education, plus two years part-time

2. The Grading System

The grading scale at the University of Cape Coast follows:

A	69-100	Pass
B+	60-69	Pass
B	50-59	Pass
C	40-49	Pass
D	30-39	Fail
E	0-29	Fail

An example of the University of Cape Coast transcript is shown on page 39.

3. Classification of Degrees

The University of Cape Coast degrees are classified on the basis of performance as First Class, Second Class (upper division), Second Class (lower division), and Third Class. Honours is awarded to designate superior performance except in the case of "Special Honours," which designates an intensive course in the Faculty of Science.

UNIVERSITY OF CAPE COAST

TRANSCRIPT OF ACADEMIC RECORD

A Mr [redacted]

Year of admission 1965 (October)

Course Preliminary Science leading to the B.Sc. Gen(Edu) Degree

B. Examinations taken

i. Examination Preliminary Science Year 1966(June)

SUBJECTS	GRADING	REMARKS
Chemistry	D (Re-sit in Sept.) E	
Mathematics	C	Fail
Physics	B+	

ii. Examination Preliminary Science(Re-sit) Year 1967(June)

SUBJECTS	GRADING	REMARKS
Chemistry	C	
Mathematics	B	Pass
Physics	C	

iii. Examination First Year Science Degree Year 1968(June)

SUBJECTS	GRADING	REMARKS
Mathematics	B	
Physics	B	
Education	C	Pass
African Studies	Pass	

iv. Examination Second Year Education (a) Year 1969(June)

SUBJECTS	GRADING	REMARKS
Educational Psych.II	C	
Child Development	D (Re-sit in Sept.) C	Pass
Long Essay	Pass	

v. Examination (b) Year 1970(June)

SUBJECTS	GRADING	REMARKS
Mathematics	E	
Physics	E	Fail

vi. Examination Year

SUBJECTS	GRADING	REMARKS

C. The above results are confidential and must not under any circumstances be passed on to the candidate.

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E. AEGROTAT DEGREES

An Aegrotat Degree is granted by all three universities to candidates who have met all of the degree requirements except the final examination and who provide evidence that the examination was missed because of illness. The degree will be awarded only if the examiners are satisfied that the candidate's work was of sufficient standard to have earned the degree.

IX. Additional Suggestions to U.S. Admissions Officers

In considering Ghanaian applications, admissions officers should always require all certificates, diplomas, and examination results from at least the secondary level or above. Students who present the General Certificate of Education, advanced level (GCE-A), should be asked to provide the information given on the back of the official certificate. The GCE-A examination syllabuses are also an aid to proper credit evaluation. In most cases the GCE-A examination will be roughly equivalent to the freshman year program in a particular discipline in a U.S. university.

It is important to note that the quality of the school is relatively unimportant in considering applications for admission to institutions in the United States, since all students will present results of the West African Examinations Council (WAEC) examinations. The quality of the school is of importance only to the student seeking to prepare for the examinations.

University transcripts may vary slightly, depending upon the school or Faculty.

A. VERIFICATION OF RECORDS

A serious problem of falsification and alteration of records exists in Ghana. Identification of such forgery is difficult and can only be discovered by using great caution in record evaluation. Questionable documents should be verified by writing to the originating institution or to the West African Examinations Council (WAEC). The WAEC is eager to control the problem and has agreed to verify all WASC/GCE-O or HSC/GCE-A results which are being used by any U.S. institution as a basis for giving serious admissions consideration to an applicant.

To obtain verification of such information, a letter with photocopies of all documents in question should be sent directly to the West African Examinations Council, Headquarters Office, P.O. Box 125, Accra, Ghana.

If the problem involves university transcripts or records from teacher training colleges, polytechnics, or other schools or institutions, the letter should be sent directly to the registrar of the institution concerned.

B. ENGLISH PROFICIENCY

English proficiency normally is not a problem with Ghanaian students, for essentially all formal education and all examinations are in English. English is also the official government and commercial language. Students who have earned the WASC or other admission qualifications need not be asked to present scores for the Test of English as a Foreign Language (TOEFL). TOEFL should be required of a student who has failed the GCE-O level examination in English or who comes from a technical institution.

C. THE GENERAL PAPER

The General Paper, a requirement for the Higher School Certificate, consists of two parts: The first is a two-hour examination consisting of three sections (cultures and art forms, social economics and political issues, and science), each made up of five essay questions. Students are required to answer one question in each section. The second part is a one-and-three-quarter-hour examination also in three sections (comprehension of a passage in English, interpretation of graphical, diagrammatical or tabular presentation of facts, and reasoning). Students are required to answer one of a choice of essay-type questions in each section. "The General Paper is intended to test the candidates' intellectual ability rather than the amount of knowledge they have acquired, to serve as a means of ensuring that they read widely both within and outside their particular disciplines, and to test their use of language as a tool."*

**Regulations and Syllabuses*, op. cit.

X. Placement Recommendations

The placement recommendations were approved by the Council on Evaluation of Foreign Student Credentials, March 18, 1976. The role of the Council is to review and modify as necessary the recommendations drafted by the author, in light of supporting textual material and the collective experience of the Council.

EDUCATIONAL BACKGROUND OF GHANAIAN STUDENTS	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
A. Primary and Secondary Background	
1. Common Entrance Examination (CEE)	may be placed in an elementary or secondary school on a year-for-year basis.
2. Middle School Leaving Certificate	may be placed in a secondary school at Grade 10.
3. West African School Certificate (WASC) and General Certificate of Education (GCE)	

NOTE ON COUNTING SUBJECTS: There is a separate examination for each subject in the WASC and GCE Examinations; therefore, the measure of the quality of a candidate's academic performance is the number of subjects the person has passed. When counting the number of subjects, an admissions officer should count all subjects (without duplication) as follows:

—passes at GCE ordinary level (Grade 6 or better for West African exams, Grade E or better for British exams*);

—passes on the WASC at "credit" (Grade 6 or better);

—passes at GCE advanced level (Grade E or better);

*Before June 1975, GCE certificates issued in Britain showed passes at ordinary level but carried no grades for O-level subjects.

A. Primary and Secondary Background (*continued*)

—passes attempted at advanced level but passed at ordinary level; and

—principal and subsidiary passes on the Higher School Certificate.*

To avoid duplication, no subject should be counted more than once when passed at the same level in different examining periods or when passed both at ordinary and advanced level (e.g., history would not be counted at both O level and A level); exceptions may be made when two subjects are similar and appropriate to a degree objective (e.g., mathematics at O level and applied mathematics at A level). With some exceptions, given below, only academic subjects should be counted toward college admission—i.e., subjects in the humanities, mathematics, languages, natural sciences, and social sciences.

a. Passes in five or more academic subjects, including English language, or an acceptable substitute (General Paper, English literature, or Grade 7 or 8 in English language on an otherwise strong school certificate, but NOT oral English), or the West African School Certificate in the first or second division	may be considered for undergraduate admission with up to 10 semester hours of advanced standing credit for each subject which has been passed at the advanced level (or principal level).*
b. Passes in four academic subjects and one or more nonacademic subjects when the nonacademic subjects are appropriate to the degree objective (e.g., accounts for business, health science for nursing, engineering drawing for technology)	may be considered for undergraduate admission with up to 10 semester hours of advanced standing credit for each subject which has been passed at the advanced level (or principal level).*
c. Passes in four or fewer subjects	not normally admissible to academic institutions because no reliable measure of academic success has been provided.

*Higher School Certificate examinations are taken at two levels: Principal and Subsidiary. The Principal level is equivalent to a GCE-A subject, while the Subsidiary level is equivalent to a GCE-O subject.

B. Technical Background*	
1. Institutional Management Certificate in Institutional Housekeeping and Catering, Ministry of Education	should not ordinarily be admitted to academic programs.
2. Institute of Chartered Accountants, Ghana	
a. Intermediate Examination Certificate (Admission requirement: GCE-O passes in at least five subjects including English language and mathematics)	may be considered for undergraduate admission with up to one year of credit determined on a course-by-course basis.
b. Final Examination Certificate (Admission requirement: Intermediate Examination Certificate)	may be considered for undergraduate admission with up to one year of credit (beyond the intermediate level) determined on a course-by-course basis.
C. Nursing Background	
1. Auxiliary Grade Nurses Certificate (enrolled nurses, community health nurses)	should not be considered for admission to academic programs.
2. Nurses and Midwives Certificate	should not be considered for admission to academic programs.
3. State Registered Nurse (Admission requirement: WASC/GCE-O)	consider for undergraduate admission with transfer credit determined on a course-by-course basis.
4. Management Course in Nursing (Admission requirement: Entrance examinations by Ministry of Health to SRN)	should not be considered by itself as basis for admission or credit.

*NOTE: Technical certificates awarded upon the basis of examinations administered by examining boards in the United Kingdom will be described in a World Education Series volume on the United Kingdom to be published in 1976.

5. Diploma in Nursing Education (Admission requirement: SRN Certificate)	consider for undergraduate admission and grant transfer credit on a course-by-course basis.
6. Diploma in Nursing Service Administration (Admission requirement: SRN Certificate)	consider for undergraduate admission and grant transfer credit on a course-by-course basis.
7. Tutors Diploma in Nursing (Admission requirement: SRN Certificate)	consider for undergraduate admission and grant transfer credit on a course-by-course basis.

D. Teacher Education

1. Certificate B (Postmiddle School Certificate)	should not be considered for admission to academic programs.
2. Four-year Postmiddle School or Postjunior Secondary School Training Certificate	may be considered for undergraduate admission with up to one year of credit on a course-by-course basis*
3. Certificate A (Four-year postmiddle school or two-year postsecondary school)	may be considered for undergraduate admission with up to one year of credit determined on a course-by-course basis.
4. Three-year Postsecondary Teaching Certificate (first graduates in 1978)	may be considered for undergraduate admission with up to 2 years of credit determined on a course-by-course basis.*
5. Advanced Teachers Diploma (first graduates in 1979)	may be considered for undergraduate admission with up to 3 years of credit determined on a course-by-course basis.*

*Because only preliminary syllabuses are available, and final examinations have not yet been developed, it is not possible to present a more specific recommendation at this time.

E. University Background

1. Nondegree certificates and diplomas	may be considered for undergraduate admission; cautious consideration may be given to credit on a course-by-course basis.
2. Aegrotat degree	may be considered for undergraduate admission with up to 3 years transfer credit.
3. Bachelor's degree	may be considered for graduate admission.
4. Postgraduate diploma	may be considered for graduate admission; cautious consideration may be given for graduate credit on a course-by-course basis.
5. Master's degree	may be considered to have a degree comparable to U.S. master's degree.
6. Doctor's degree	may be considered to have a degree comparable to the Ph.D. in the United States.

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